

Year 8 Curriculum Map

Intent

Building on students' prior learning of Christianity and Hinduism to describe, analyse and explain key beliefs and teachings and and explain how key figures in history have been influenced by their religious beliefs. Continuing to develop the religious literacy of students by increasing their knowledge and understanding of some of the major world faiths.

Topics	(1) Prejudice and Discrimination: Christianity and Martin Luther King	(2) Prejudice and Discrimination: Hinduism and Gandhi	(3) Islam	(4) The Holocaust
Focus of our enquiry	<p>How did Christian teachings influence Martin Luther King's struggle against prejudice and discrimination in the USA?</p> <p>Building on students' prior learning of Christianity, an examination of key teachings on prejudice and discrimination in the Bible and how they influenced Martin Luther King during the Civil Rights Movement in the USA</p>	<p>How did Hindu teachings influence Gandhi's struggle against prejudice and discrimination in South Africa?</p> <p>Building on students' prior learning of Hinduism, an examination of the key teachings on prejudice and discrimination in the Bhagavad Gita and how they influenced Mohandas Gandhi in his fight against British Rule in South Africa in the early 1900s</p>	<p>What are the key beliefs, teachings and practices of Islam?</p> <p>An exploration of how Islam's teachings influence a Muslim's beliefs and practices</p>	<p>Why and how did the Holocaust happen?</p> <p>An introduction to the Holocaust through a series of lessons focusing on religious, historical and ethical perspectives, linking to prior learning of prejudice, discrimination and persecution</p>
What content will we cover?	<ul style="list-style-type: none"> What is prejudice and discrimination? Christian teachings on prejudice and discrimination The context of racial discrimination in USA Rosa Parks, Martin Luther King and their role in the Civil Rights Movement 	<ul style="list-style-type: none"> Hindu teachings on prejudice and discrimination The context of racial discrimination in South Africa Gandhi and his role in the struggle against racial discrimination in South Africa in the early 1900s 	<ul style="list-style-type: none"> The importance of Muhammad The Qur'an, its teachings and its authority Muslims beliefs about the nature of God Hindu beliefs about the nature of God, angels and the Akhirah (judgement, heaven and hell) The Five Pillars: Shahadah, Salah, Zakah, Sawm and Hajj Greater and Lesser Jihad Islamophobia: causes and effects 	<ul style="list-style-type: none"> A history of the Jews and anti-semitism The key teachings and beliefs of Judaism <ul style="list-style-type: none"> Jewish life before World War II The rise of the Nazis, Nazi persecution of the Jews and the Final Solution Perpetrators, collaborators and victims during the Holocaust Jewish responses to the Holocaust
How will we assess progress?	1) Knowledge Test: prejudice, discrimination and Martin Luther King	1) Influence of religious teachings on the beliefs and actions of Martin Luther King and Gandhi [Skills - Explain, Analyse]	1) Knowledge Test: Martin Luther King, Gandhi and Islam beliefs 2) Explain three key beliefs in Islam with reference to holy scripture [Skills - Explain, Analyse]	1) Knowledge Test 2) Evaluation of whether everyone should be treated the same all the time [Skills - Explain, Analyse, Evaluate]
Homework	Homework Tasks Booklet - Prejudice and Discrimination	Homework Tasks Booklet - Prejudice and Discrimination	Homework Tasks Booklet - Islam	Homework Booklet - The Holocaust
How does this learning link to the locally agreed syllabus?	Developing students' prior learning on Christianity by investigating Christian teachings on a specific concept and complying with the DAS that students must 'follow a coherent and systematic study of Christianity' and 'explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities'	Developing students' prior learning on Hinduism by investigating Hindu teachings on a specific concept and complying with the DAS that students must 'be introduced to other principal religions represented in the UK, including at least one tradition of Hinduism, Buddhism or Sikhism' and 'explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities'	Exploring the key Muslim beliefs, teachings, concepts and practices through key enquiry questions complying with the DAS that students must 'follow a coherent and systematic study of Islam' and 'describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between religious traditions'	Developing students' prior learning on prejudice and discrimination and exploring the key Jewish beliefs, practices and history through an examination of the Holocaust, complying with the DAS that students must 'be introduced to other principal religions represented in the UK' and 'express with increasing discernment their personal reflections and critical questions about identity, diversity and ethical issues'